

Comparison of the effect of self-determination training and psychological capital training and integration of the two on increasing school engagement in female students

Dashti Darian E.¹, Hashemian K.*², Abolmaali Alhoseini KH.³

Abstract

Introduction: School engagement is one of the most important aspects of students' relationship with school, which has been considered as one of the factors affecting students' academic and behavioral outputs. The aim of the present study was to compare the effect of self-determination training and psychological capital training and the integration of these two methods on increasing school engagement in female high school students.

Method: The research method was quasi-experimental with a pre-test-post-test design with a control group and a one-month follow-up and the statistical population included female high school students in one of the girls' schools in Tehran in 2016, among whom based on the criteria 60 people were selected and replaced in four groups. Participants completed School Bonding Questionnaire developed by Rezaei Sharif, the first experimental group was trained in psychological capital, the second experimental group was trained in self-determination and the third experimental group was trained in psychological capital and self-determination. During this period, the control group did not receive any training. The data of the present study were analyzed using intragroup covariance analysis.

Results: The results of the present study showed that the effect of all three methods on increasing the school engagement was significant and lasted for one month. Integration of psychological capital and self-determination education more than separate education led to an increase in school engagement among female students.

Conclusion: Based on the results of the present study, it is suggested that in addition to teaching psychological capital and self-determination to students, this training is be given to teachers to familiarize them with the basic needs of students and support them and help increase the level of intrinsic motivation of students.

Keywords: psychological capital" school engagement" self-determination

Citation: Elmira Dashti Darian, Kianosh Hashemian, Khadije Abolmaali Alhoseini. Comparison of the effect of self-determination training and psychological capital training and integration of the two on increasing school engagement in female students, Family and Health, 2020; 10(1): 52-72

¹. PhD in Educational Psychology, Department of Psychology, Rudehen Branch, Islamic Azad University, Rudehen, Iran.

². Corresponding Author, Associate Professor, Department of Psychology, Rudehen Branch, Islamic Azad University, Rudehen, Iran.

³. Associate Professor, Department of Psychology, Rudehen Branch, Islamic Azad University, Rudehen, Iran.